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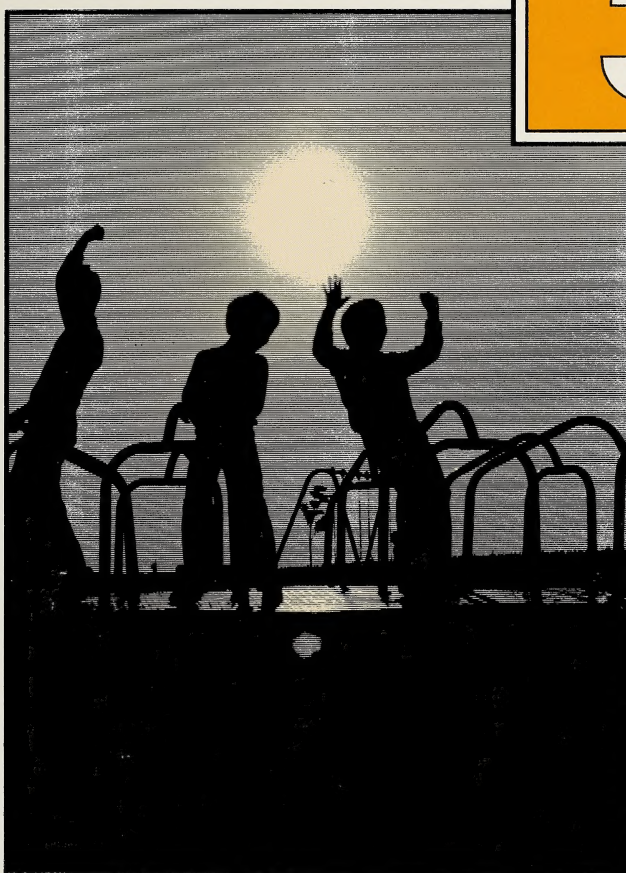
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LANGUAGE LEARNING

LEVEL 5

MODULE

3




You and Me



Distance
Learning

Alberta
EDUCATION



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Language Learning Level 5

Module 3

YOU AND ME

Language Learning Level 5
Student Module
Module 3
You and Me
Alberta Distance Learning Centre
ISBN No. 0-7741-0386-8

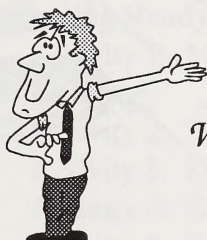
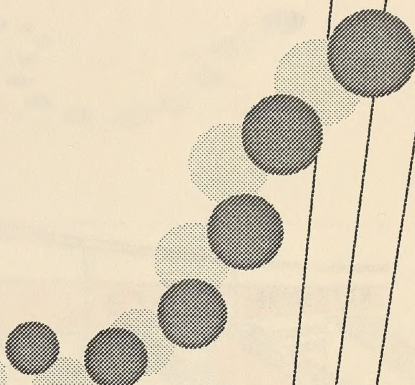
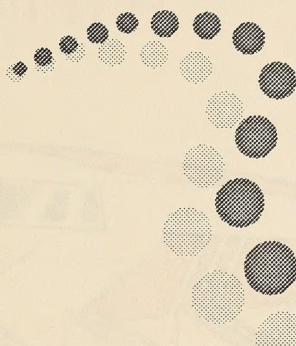
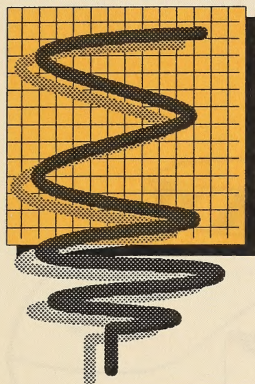
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Welcome to Module 3

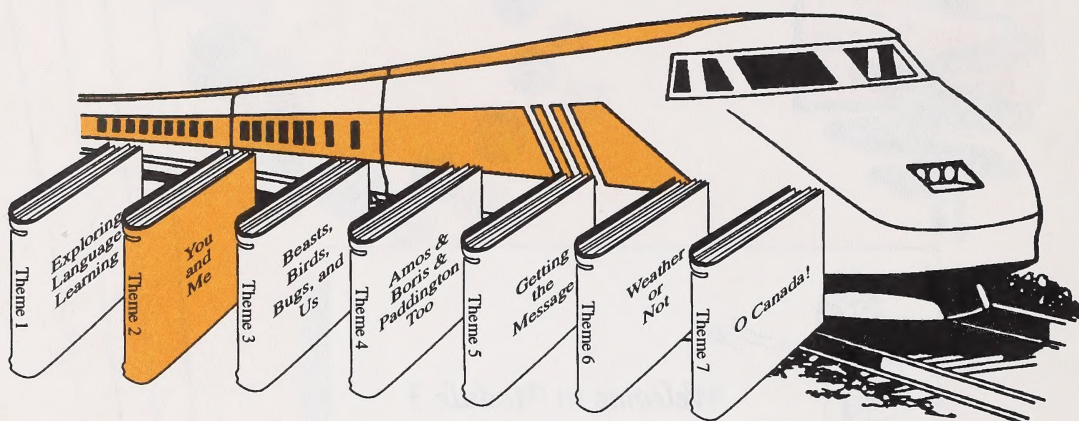
*In this module you will continue your study of the theme **You and Me**.*

To make your learning a bit easier, a teacher will help guide you through the materials.

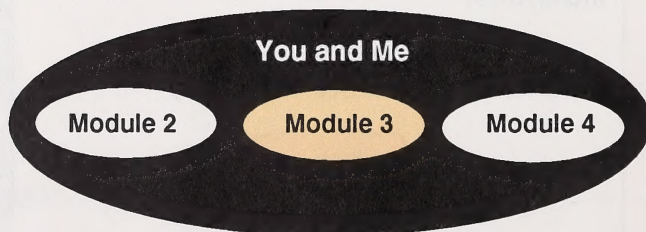
So whenever you see this icon,



turn on your audiocassette player and listen to the companion audio program for Module 3.



Language Learning Level 5 has seven themes. The theme *You and Me* is in three modules.



Contents



MODULE 3	1
Evaluation	2
Section 1: Making Friends	3
Getting Ready	
Activity 1: New Friends	4
Exploring	
Activity 2: “Dudley & Margot”	5
Activity 3: Dialogue in Stories	9
Activity 4: Other Words for <i>Said</i>	11
Activity 5: Story Structure	11
Taking Off	
Activity 6: Planning a Story	14
Assignment	15
Activity 7: Writing the First Draft	16
Assignment	16
Section 2: Being A Friend	17
Getting Ready	
Activity 1: Rules for Being a Friend	18
Exploring	
Activity 2: “A Fuss Over Eggs”	19
Activity 3: Supporting Opinions With Examples or Proofs ...	22
Activity 4: Context Clues	23
Activity 5: Story Structure	26
Activity 6: Sentence Variety	27
Taking Off	
Activity 7: Revising Your Story	29
Assignment	30

Section 3: Learning From Friends 31

Getting Ready

Activity 1: What's For Lunch	32
------------------------------	----

Exploring

Activity 2: "The Sandwich"	33
Activity 3: Predicting Word Choices	37
Activity 4: Comparing Stories	40
Activity 5: COPS	41

Taking Off

Activity 6: Proofreading Your Story	43
Assignment	44

Module Follow Up 45

Enrichment

Activity 1: Reading <i>Dudley Pippin's Summer</i> or <i>Aldo Applesauce</i>	46
Activity 2: Investigating Beach and Egg Expressions	47
Activity 3: Investigating Talk Words	48
Activity 4: Using Cartoons to Tell a Story	48

Module Conclusion 49

Module 3 Assignments	49
----------------------	----

MODULE 3

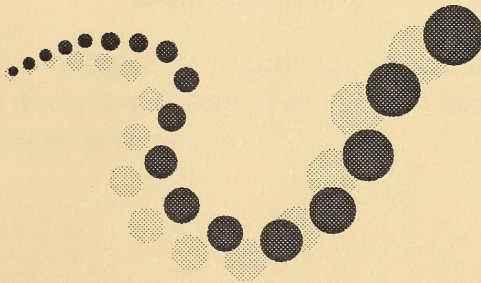
Module 3 contains three sections:

**Section 1:
Making
Friends**

**Section 2:
Being A
Friend**

**Section 3:
Learning From
Friends**

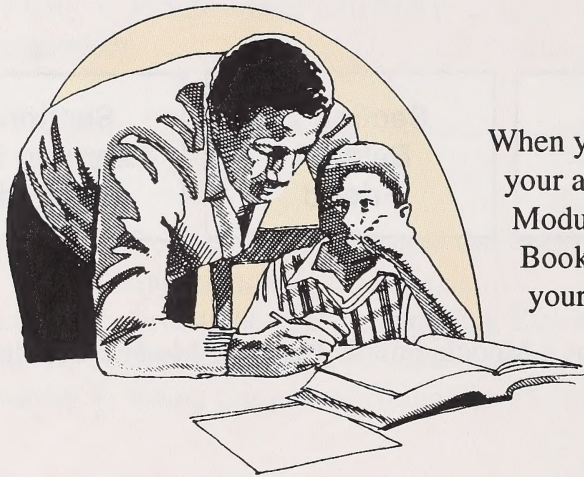
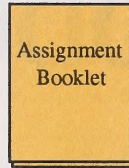
It also contains a Module Follow Up and a Module Conclusion.





Evaluation

Several times in this module you will be asked to work in your Module 3 Assignment Booklet.



When you have completed all your assignments in your Module 3 Assignment Booklet, share them with your teacher.

When you get the assignment booklet back from your teacher, be sure to read the comments and discuss your progress with your learning facilitator.

1

Making Friends



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It is wonderful to have friends. How many of your friends have you known for a long time? Have you made any new friends recently?

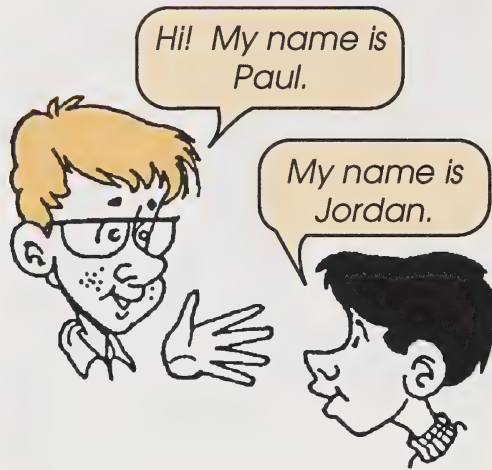
In this section you will investigate the experience of making friends by reading and discussing a story. You will also learn about story structure and dialogue in stories.





Getting Ready

Activity 1: New Friends



Imagine that you have moved to a new neighbourhood. List all the ways you could meet people and make new friends.



Talk about the ideas on your list with your learning facilitator and others. Try to add other ideas to your list.



Exploring



Activity 2: "Dudley & Margot"

The story you are about to read begins this way: *One gray and foggy day*

- Where do you think a story with such an opener might take place?
- What possible situations could the story involve?

Put your ideas in a chart like this.

Possible Settings	Possible Situations



Discuss your ideas with your learning facilitator and others. Try to add other ideas to the chart.



Use the title and the illustrations on pages 11 to 14 of *Tickle the Sun* to answer the following questions.

1. Who will the story be about?

2. Where will the story take place?

3. When will the story take place?

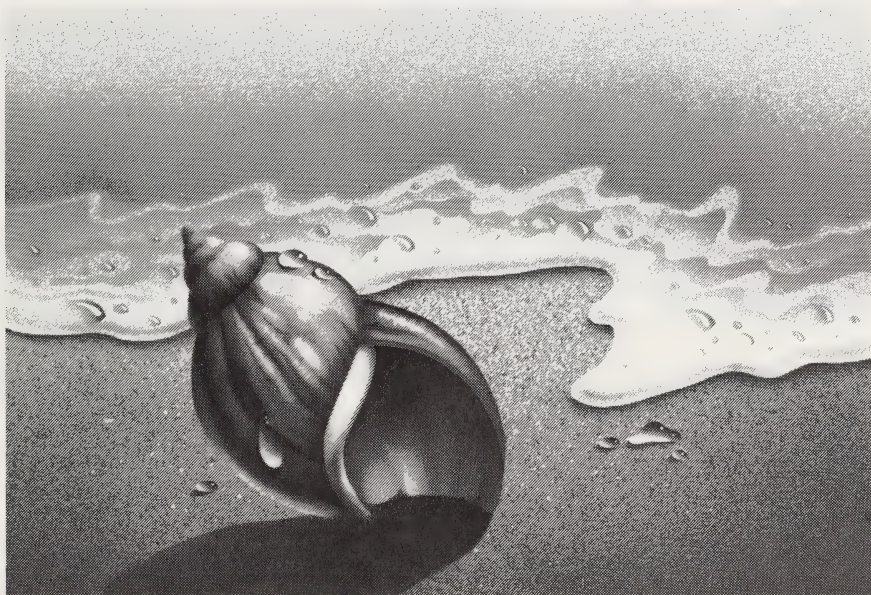
Check your predictions by reading the story up to the last line on page 11: *"How come?" Dudley said.*

Now use clues in the story to answer the following questions.

4. What reason do you think Margot will give for not wanting to be friends with Dudley?

5. How do you think the story will end?

Read the rest of the story to check your predictions.





Discuss the story “Dudley & Margot” with your learning facilitator and others. Talk about questions like these:

- Were you surprised that Margot did not want to be friends? Why or why not?
- Were you surprised by any of the reasons Margot gave for not wanting to be friends? If so, which ones?
- Do you agree with any of Margot’s ideas? If so, which ones?
- Do you like how the story ended? Why or why not?



Activity 3: Dialogue in Stories

Did you notice that “Dudley & Margot” is mostly conversation? Conversation between characters in a story or play is called **dialogue**.

Writers who are good at writing dialogue are usually good listeners too. By listening, they learn how real people talk so they can make their characters sound real.



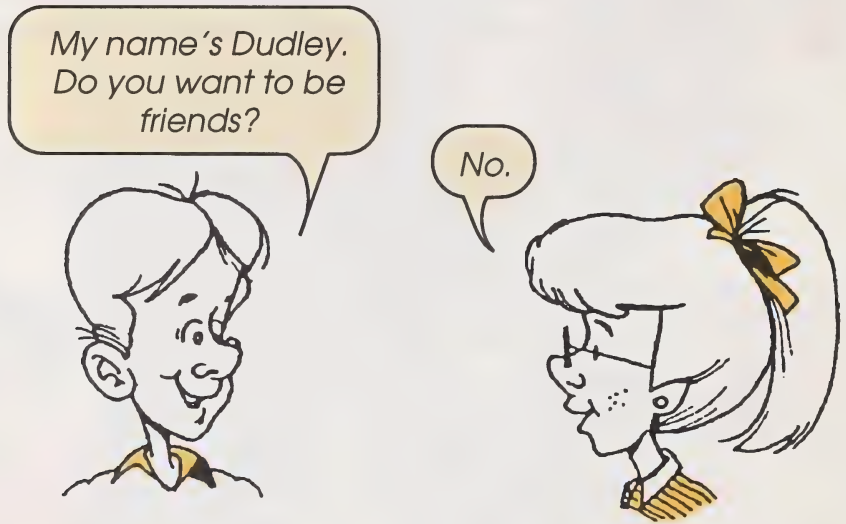
Read the story “Dudley & Margot” aloud with two other people. Pay close attention to the dialogue. One of you could read what Dudley says and the second person should read what Margot says. The third person should read the first paragraph and the other parts of the story that are not dialogue. This person is called the **narrator**.



Now talk about the dialogue in “Dudley & Margot” with your learning facilitator and others.

- Did Dudley and Margot sound real to you? Why or why not?
- How could you tell what Dudley said and what Margot said?
- How could you tell what each child was doing during the conversation?
- How do you show conversation in your own stories?

Compare these two ways of showing dialogue.



"My name's Dudley," Dudley said. "Do you want to be friends?"

"No," Margot said, kicking a little wave that gurgled around her ankle.

Cartoonists put the words of each different speaker in a different speech bubble.

Writers put the words of each different speaker in a different paragraph. Quotation marks are used to separate the speaker's words from the other words in the story.

If you think of the quotation marks as being like speech bubbles you will not forget to include them when you write stories.



Activity 4: Other Words for Said

Writers use many different words for *said* such as *screamed* or *whispered*. Along with the *said* words they may also use describing words such as *angrily*, *tenderly*, or *happily*.

List as many other words for *said* as you can.

Make another list of describing words that tell how something is said.

Put the lists in your binder so you can refer to them later when you are writing stories.



With your learning facilitator and others talk about your lists. Try to add other words to your lists.

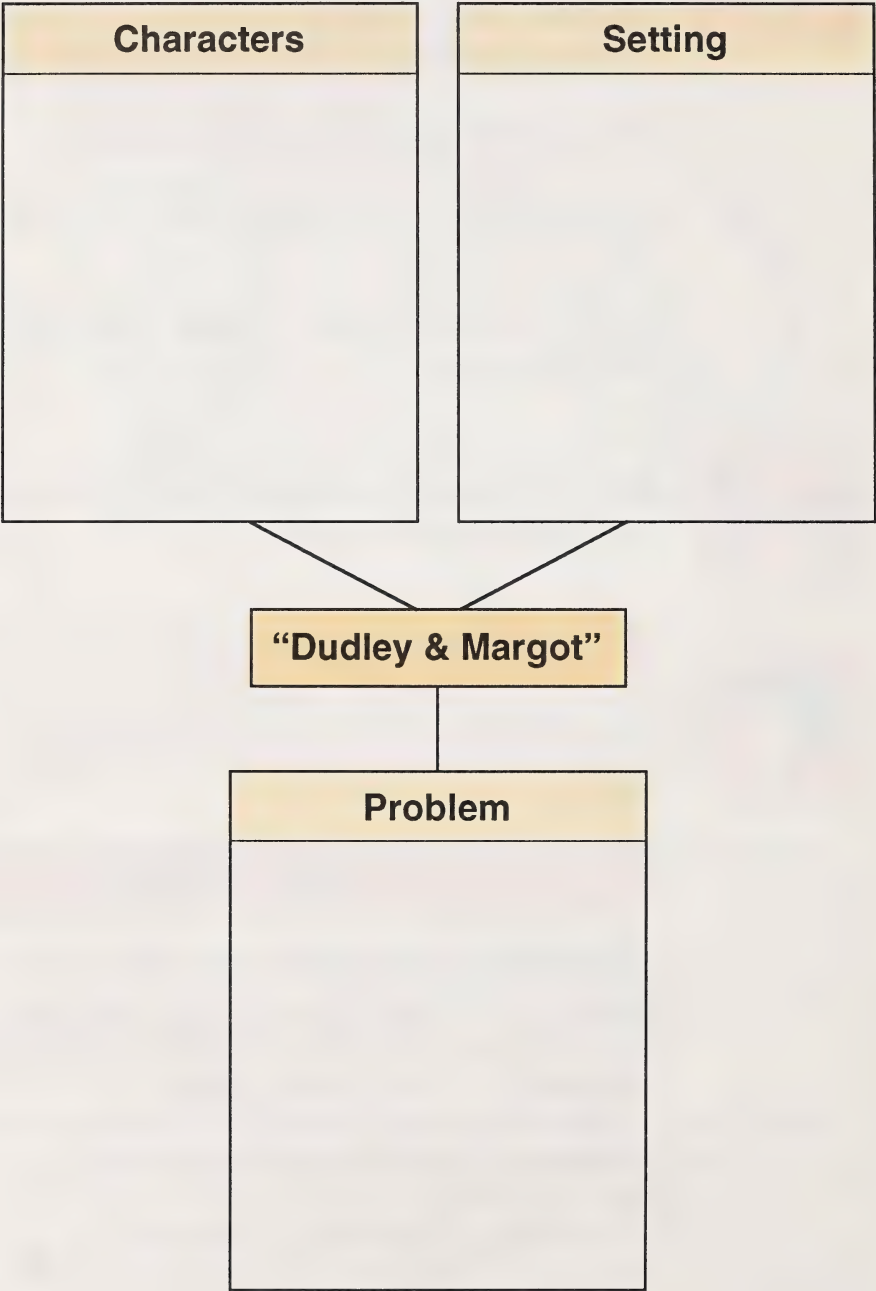


Activity 5: Story Structure

Most of the stories you read have five main parts as shown in the chart.

Parts of a Story	
Characters	Who or what is the story about?
Setting	When and where does the story take place?
Problem	What is the problem?
Events	What happens in the story?
Solution	How does the story end?

Make a story web to show three important parts of “Dudley & Margot” – the setting, the characters, and the problem.





With your learning facilitator and others discuss your web and the story structure of “Dudley & Margot.” Talk about questions like these:

- What is Dudley’s problem? Why do you think the author does not tell the reader if Dudley will solve his problem?
- Do you think Dudley and Margot will become good friends? What makes you think so?
- Have you read any stories with animals as characters? What are they?
- Have you read any story with objects as characters? What are they?
- Have you read any stories with unusual settings? What are they?





Taking Off



Activity 6: Planning a Story



The artist who made this beachscape collected beautiful shells and other things from a beach and tried to arrange them in a way that has never been done before.

Making this beachscape took time. The artist experimented with colour and textures. But when the beachscape was finished the artist probably felt proud and happy.

When people see this beachscape, they think about the feel of the sand on the beach, the sound of the gulls, and the smell of the breeze off the water.

Writing a story is something like making a beachscape. It takes time to plan, write, polish, and proofread a story.

You will be given time in each section of this module to take a story through all the stages of the writing process.

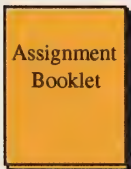
Begin by brainstorming ideas for your story. Here are a few suggestions:

- Begin your story with this opener: *One gray and foggy day*
- Write another story about Dudley and Margot. Tell what happens when they meet again.
- Write a story using one of the ideas that you have stored in your binder.
- Write a story about one of your own experiences in making a new friend.



Assignment

Now that you have chosen a topic, you are ready to plan your story.



ASSIGNMENT

Think about the parts of your story. Plan your story by making jot-notes on the web in Question 2 of your assignment booklet.

These questions may help you with this assignment:

Setting

- What is the setting of the story? Tell the time and place.
- What are some interesting details of the setting?

Characters

- What are your characters names?
- What will your characters look like?
- What are some interesting details about your character's personality, habits, or ideas?

Problem

- What problem does your characters have?
- How does the problem begin?

Events

- What happens in the story?

Solution

- How does the story end?

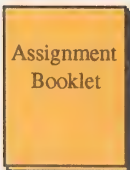


Activity 7: Writing the First Draft

Now that you have made a plan, you are ready to begin writing your first draft.

Assignment

You may want to use conversation to tell your story.



ASSIGNMENT

Write the first draft of your story in your assignment booklet. Be sure to double-space the story. That is, write on every other line. This will give you room to revise your story later.

Being A Friend

2



Why is the girl in the front row crying? How could any of the other children show they were her friend?

Think about a time when you helped a friend who was sad or embarrassed. How were you a friend to this person?



In this section you will read a story about being a friend. You will also predict what happens in the story, figure out the meanings of new words in the story, and diagram the parts of the story.



Getting Ready

Activity 1: Rules for Being a Friend



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What is the most important rule for being a friend? Ask at least ten people this question and record what they say. Be sure to talk to people of all ages to get their ideas.



Make a list of the rules that are mentioned and share them with your learning facilitator and others. Then discuss what you feel is the most important rule for being a friend.



Exploring



Activity 2: "A Fuss Over Eggs"



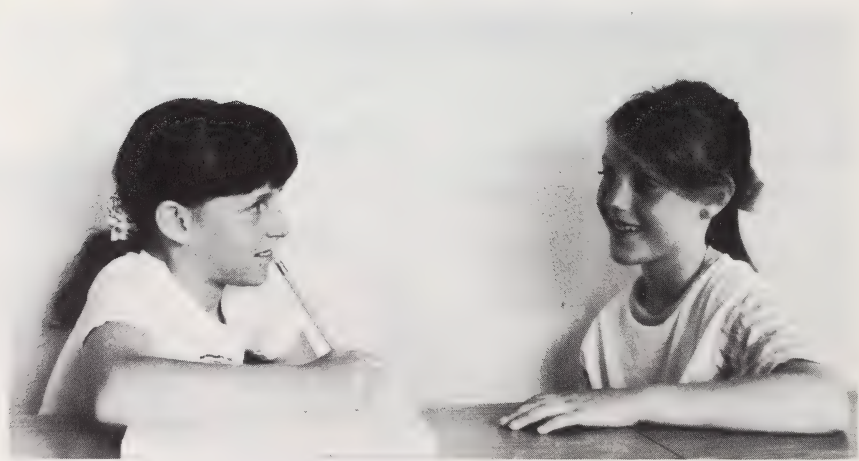
What do you think a story with the title “A Fuss Over Eggs” could be about? When do you think a story with such a title might take place? What possible situations could happen in a story with this title?

Put your ideas in a chart like this:

“A Fuss Over Eggs”	
Possible Settings	Possible Situations



You will need a partner for the rest of this activity.





Turn to page 10 in *Springboards 4* and listen to the companion audiocassette. The teacher on the audio program will give you directions.

I wonder ...	I think ...



Activity 3: Supporting Opinions With Examples or Proofs

With your learning facilitator and others discuss questions like these. Be sure to support your opinions with examples or proofs.

- Why were DeDe and Aldo friends?
- Why did DeDe make up a plan to help Aldo?

Now write a paragraph telling who you would rather have for a friend – DeDe or Aldo? Explain why.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

Share your paragraph with your learning facilitator and others.



Activity 4: Context Clues



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In Activity 2 you used a reading strategy called *I wonder ...*, *I think ...* to make predictions about the story. Many people feel that making predictions helps them become involved in their reading. They enjoy the story more and understand it better.

There is another reading skill you can use to become a better reader.

You can figure out the meaning of words by using context clues. This means that you use the surrounding words to guess the meaning.

For example, you can figure out the meaning of the word *cholesterol* from the sentences in this paragraph from “A Fuss About Eggs.”

Aldo worried about his mother giving him an egg in his lunch the next day, but he needn’t have. She was not likely to give him eggs three days in a row. Even though she worried about his eating enough protein, she also worried about his eating too much **cholesterol**, which was something that was in eggs.

From the sentences in the paragraph it is clear that cholesterol is a substance in eggs that could be bad for you if you eat too much.

Do you know the meanings of these words?

- mortify
- consented
- conspicuously
- commotion

If not, try to figure out the meanings from the other words in the following paragraphs.

“It’s no problem for *you* if I bring an egg, just me,” said Aldo. The thought crossed Aldo’s mind that DeDe was the one who was responsible for knocking his container of applesauce onto the floor last week. If not for her, he wouldn’t have got stuck with that stupid nickname. Now she was hatching a new scheme to **mortify** him, using eggs.

1. mortify _____

“OK,” he agreed. “I’ll bring an egg tomorrow.” Yet afterward, walking home toward Hillside Lane, Aldo felt he had **consented** too quickly. He should have said that he would bring an egg to school only on condition that she explain why she wore her silly moustache.

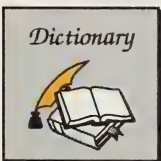
2. consented _____

At lunchtime the next day, DeDe reached eagerly for the egg that was in Aldo’s lunch box next to his cream-cheese-and-jelly sandwich. She placed it **conspicuously** between them on the table.

3. conspicuously _____

Somebody spilled something at another table, making a **commotion** and distracting her attention.

4. commotion _____

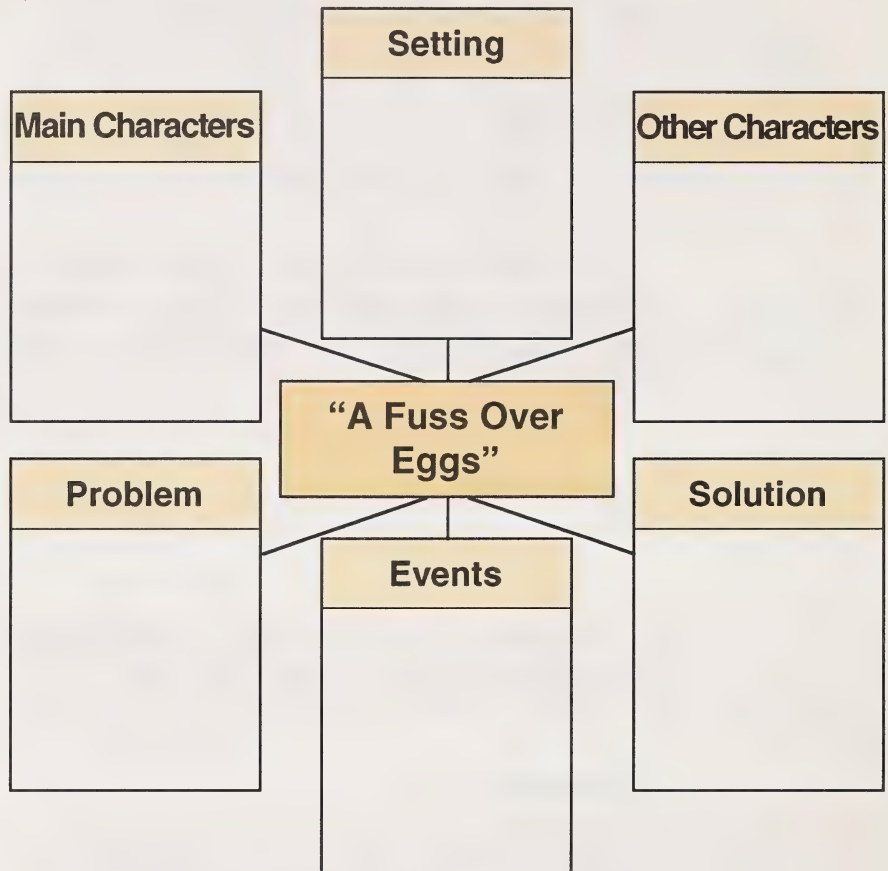


Now check the meanings of these words in a dictionary.



Activity 5: Story Structure

Make a story web of your own like this to show the important parts of “A Fuss Over Eggs.”



Compare your story web with the one you made for “Dudley & Margot.”



Discuss the webs with your learning facilitator and others. Talk about questions like these:

- How are the story structures different?
- How are the story structures similar?
- Which story did you enjoy more? Why?



Activity 6: Sentence Variety



The author of “A Fuss Over Eggs” uses a variety of sentences to add interest to the story.

Some sentences contain only one idea.

He did have an egg.



1. Find another example in “A Fuss Over Eggs” of a sentence in which there is only one idea.

In some sentences ideas are linked using *and*.

He tossed it to another, and the egg started making the rounds of the lunchroom.

2. Find another example in “A Fuss Over Eggs” of a sentence where ideas are joined together using *and*.

In some sentences ideas are linked using *but* or *or*.

He wasn't in Aldo's class, but the name had spread.

3. Find another example in “A Fuss Over Eggs” of a sentence where ideas are linked using *but* or *or*.

The author uses one sentences with a number of *ands* for emphasis.

She was a big woman and looked as if she ate lots of eggs and meat, and cakes and ice cream, too.

Generally, however writers avoiding joining too many ideas together with *and*.



With your learning facilitator and others talk about your examples. Also discuss how these sentences are punctuated. Remember to use a variety of sentences in your own writing.

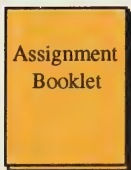


Taking Off



Activity 7: Revising Your Story

Now return to your own story. You have been away from it for awhile. So now you should be ready for the editing and revising stage.



Read the story you wrote in your assignment booklet. Ask yourself questions like these:

- Is there anything I would like to add, change, or leave out of my story?
- Have I included conversation?
- Have I used a variety of words for *said*?
- Are there any sentences that should be joined together?
- Have I used a variety of sentences?



Share your story with others and ask them to give you suggestions.





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Assignment

Work on your story until it is just the way you want it.



ASSIGNMENT

Show the changes you want to make right on your first draft in the assignment booklet. Then write a clean copy of the revised draft in the assignment booklet.

3

Learning From Friends



These friends all share a common interest – baseball. What are your interests? Have you ever tried something new because a friend encouraged you?

In this section you will read a story about learning from friends. You will also predict what happens in the story, predict word choices in the story, and learn about proofreading.





Getting Ready

Activity 1: What's For Lunch?



Ask at least ten people what they like to eat best for lunch. Be sure to ask people of all ages.

Make a table to show the choices. Here is an example:

Favourite Lunch Item	Number of People
peanut butter sandwich	4
hard-boiled egg	1
cheese and crackers	2
vegetables and dip	3



Discuss your findings with your learning facilitator and others.



Exploring



Activity 2: "The Sandwich"



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The next story you will read is called "The Sandwich"

- Where do you think the story will take place?
- When do you think the story will take place?
- What possible problems could the story involve?

Put your ideas in a chart like the one on the following page.

“The Sandwich”	
Possible Setting	Possible Problems



Now look at the illustrations on pages 15 to 25 of *Tickle the Sun*, and read the introduction to “The Sandwich.” The introduction is printed in italics and ends on page 26.

What clues do the illustrations or the introduction give you about the possible setting and the possible problem in the story? Put your new predictions on the chart.

Read the story to check your predictions.

As you read the story, use the “I wonder ..., I think ...” strategy to help you understand and enjoy the story more.



I wonder ...	I think ...



With your learning facilitator and others discuss “The Sandwich.”
Talk about questions like these:

- How did Vincenzo feel about himself and his family at the beginning of the story? How did he feel about his friends at school?
- When did Vincenzo begin to feel different from his friends? Why did he begin to feel different?
- What do you think made Vincenzo decide to take a mortadella sandwich instead of a peanut butter and jam sandwich?
- If you were Vincenzo, which lunch would you have taken? Why?
- Did you like the way the story ended? Why or why not?
- What did Vincenzo’s friends learn from him?
- What have you learned from your friends? Give examples.



Activity 3: Predicting Word Choices

In this module you practised making predictions about a story.

There is another predicting skill you can use to become a better reader – predicting word choices.

Look at the following two paragraphs from the story “The Sandwich.”

The garbage, he thought, that’s where it belongs and then I can run out of the cafeteria!

But he didn’t run outside. His friends, finishing their lunch, went into the schoolyard to play _____ .

- 1. List all the words you think will fit in the sentence.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

If you listed games like *tag*, *soccer*, and *baseball*, give yourself a pat on the back. You used the context clues to help you figure out that the missing word must name a game.



Now do the same for the following paragraph. Use the surrounding words to decide which words fit each blank.

Matt threw an arm around Vincenzo's ① and like a two-headed ② they ③ down the ④. Hans, Cindy, Rita, and Paul were ⑤ at the table by the ⑥. Vincenzo dropped his lunch ⑦ the table ⑧ sat on the end of ⑨ bench beside Rita.

2.

①

②

③

④

⑤

⑥

⑦

⑧

⑨



Discuss your predictions with your learning facilitator and others.



Activity 4: Comparing Stories

Both “The Sandwich” and “A Fuss Over Eggs” are set in a school cafeteria. Use this chart to compare the stories.

Questions	A Fuss Over Eggs	The Sandwich
Who were the main characters?		
Who were the other characters?		
What was the problem?		
How was the problem solved?		
How did the main characters feel at the end?		
How do you think the other characters felt?		



With your learning facilitator and others talk about your chart and how the two stories are alike and different.



Activity 5: COPS

In Language Learning Level 5 you have been using the writing process.



With your learning facilitator and others discuss what you should do when you proofread.



The acronym COPS may help you remember what you should do when you proofread.

COPS stands for these words:

Capitalization
Overall appearance
Punctuation
Spelling

When you are proofreading a story, COPS will remind you to ask yourself questions like these:

- Is the first letter of every sentence capitalized?
- Is the name of every character capitalized?
- Is the story neatly written or typed?
- Did you use a new paragraph for each new speaker?
- Did you put the words of each speaker in quotation marks?
- Did you spell all the words correctly?

Review the list of proofreading questions that you wrote in Module 1. Try to add more questions to the list.





Taking Off



Activity 6: Proofreading Your Story

In Section 2 you revised and edited your story.

Now you are ready to use what you have learned about proofreading to check the capitalization, overall appearance, punctuation, and spelling (COPS) of your story.

You will find it easier to proofread for one kind of error at a time. This means you should read your story once for capitalization, once more for punctuation, and so on.

You should also be aware that, even though you are being very careful, it is easy to miss spelling errors.

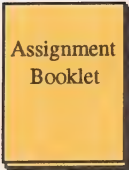


Discuss proofreading for spelling with your learning facilitator and others. Talk about questions like these:

- Why do you sometimes not notice a misspelled word in your own writing?
- What are some strategies that you use to help you spot these errors?
- What else can you do to help focus on individual words to check spelling?

Assignment

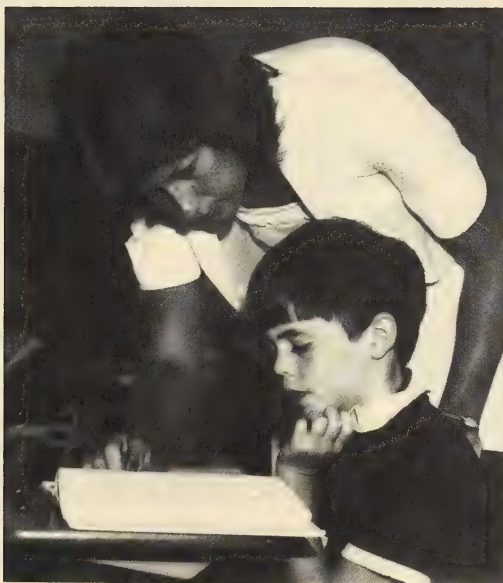
Proofread your story.



ASSIGNMENT

Show all your proofreading changes on the second copy of your story in the assignment booklet.

Module Follow Up



In Module 3 you read several stories about friends. With each story you practised predicting and diagramming the story parts. You will have many opportunities to practise these skills in future modules.

Would you like to extend some of the ideas from Module 3 by doing these activities?



- reading *Dudley Pippin's Summer* or *Aldo Applesauce*
- investigating beach and egg expressions
- investigating talk words
- using cartoons to tell a story



Talk to your learning facilitator about which Enrichment activities you should do.



Enrichment



Activity 1: Reading *Dudley Pippin's Summer* or *Aldo Applesauce*

The stories “Dudley & Margot” and “A Fuss Over Eggs” are both excerpts from novels.

When you were reading the stories, you probably had questions that were not answered like these:

- Do Dudley and Margot become friends?
- Why did DeDe wear a moustache?

Read *Dudley Pippin's Summer* or *Aldo Applesauce* to find out the answers to your questions.





Activity 2: Investigating Beach and Egg Expressions

In Module 3 you have read stories that featured a beach and an egg. There are many beach and egg expressions in our language.



What do the following expressions mean? Discuss the expressions with your learning facilitator and others.

Beach Expressions

- stick your head in the sand
- a sea of troubles
- all washed up
- not the only pebble on the beach
- sink or swim



Egg Expressions

- bad egg or good egg
- putting all your eggs in one basket
- egg on your face
- egghead
- a hard-boiled person

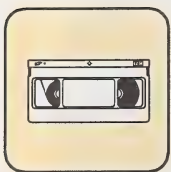




Activity 3: Investigating Talk Words

In this module the word *predict* was used frequently. *Predict* belongs to a special family of words that all contain *dict*. *Dict* is borrowed from an ancient language called Latin. *Dict* means to say.

In this module you also used the word *dialogue*. *Dialogue* belongs to a family of words that all contain *logue*. *Logue* is a Greek word which means a speech.



View the video *WORDSCAPE: Talk Words* to learn other words in these word families.



Activity 4: Using Cartoons to Tell a Story

In this module you learned that writers put the words of a character in quotation marks and that cartoonists put the words of a character in a speech balloon.

Tell “Dudley & Margot,” “A Fuss Over Eggs,” “The Sandwich,” or your own story in cartoons. You may wish to do the whole story or just parts of the stories.

Module Conclusion

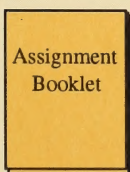


In this module you read several stories about friends. The story characters met new friends, helped friends, and learned from their friends. You also wrote a story of your own.



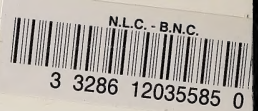
Assignment

Now you are ready to share what you have learned in Module 3 with your teacher.



MODULE 3 ASSIGNMENTS

Turn to your Assignment Booklet and do the assignments for this module.



Language Learning Level 5 is available in themes or complete packages. Individual booklets cannot be purchased separately.

